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ABSTRACT

This issue paper describes the reasons service-learning is used in preservice teacher education, examines challenges to its use and strategies for success, and presents examples of successful programs. The paper offers suggestions and resources to assist P-12 school systems and education leaders in making policy decisions that will maximize service-learning's impact. It contains 5 references, a 10-item resource list, and a list of organizations. (BT)

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LEARNING·IN·DEED
MAKING A DIFFERENCE THROUGH SERVICE LEARNING

Learning In Deed Issue Paper

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SERVICE-LEARNING AND PRESERVICE TEACHER EDUCATION

> "Teacher education has the honor of being simultaneously the worst problem and the best solution in education."
>
> — *Michael Fullan, University of Toronto, 1993*

Introduction

Progressive teacher education programs face a pair of daunting yet crucial tasks. New teachers must be prepared to function effectively in schools as they exist today. They also must be educated to take a leadership role in the improvement and restructuring of P-12 education to meet students' and society's needs more fully. Service-learning appears to have considerable potential as a method to achieve both these goals.

The W.K. Kellogg Foundation believes that meaningful service to the community, combined with curriculum-based learning, builds stronger academic skills, encourages lifelong civic commitment, and improves workplace and personal development skills among youth. Educators lead students in directed reflection so that students connect what they are learning to the service performed, both personally and to the community. Well-designed and implemented service-learning activities address these goals successfully.

> "The bond between service-learning and teacher education is so obvious and so direct that it cannot be ignored by college of education faculty and administrators."
>
> — *Steve Lilly, dean, College of Education, California State University, San Marcos*

During the past decade, there has been a revival of interest in service-learning in U.S. schools and colleges. A recent U.S. Department of Education study revealed that 32% of all public schools, including more than one-half of the high schools, include service-learning in their curricula. Service-learning also is proliferating in preservice teacher education programs throughout the country. A 1998 survey conducted by the National Service-Learning in Teacher Education Partnership found that more than 225 of the approximately 1,325 teacher education programs in the nation offer service-learning experiences. Another 200 were interested in developing such opportunities for preservice teachers.

This *Issue Paper* describes the reasons service-learning is used in preservice teacher education, examines challenges to its use and strategies for success, and presents examples of successful programs. It also offers suggestions and resources to assist P-12 school systems and education leaders in making policy decisions that will maximize service-learning's impact.

This issue paper was produced by the Education Commission of the States' Initiative, Compact for Learning and Citizenship, for the W.K. Kellogg Foundation Service-Learning Initiative, Learning In Deed.

"This service-learning course started out as a requirement. It ended up changing me. I have a deeper, more realistic understanding of why people need service and how schools can help. Very meaningful! I'm a good model for why service-learning should work with reluctant students in K-12 schools as well."

— Preservice teacher, Seattle

Reasons for Using Service-Learning in Preservice Teacher Education

Service-learning is used in preservice teacher education to achieve a variety of goals. Although the desired outcomes of service-learning vary, all effective programs embrace three essential underlying assumptions:

- P-12 schools and teacher education institutions are not just places where students go to learn, but places from which they go back into the community to apply what they learn and contribute to the common good.
- Preservice teachers and young people are a current resource, not problems to be managed or resources only for the future.
- Frequent reflection activities are crucial for maximizing the lessons of service experiences.

Common reasons cited for including service-learning in preservice teacher education are listed below. Most service-learning projects are based on two or three of these rationales; few deal with all eight. Regardless of why service-learning is part of teachers' preparation, faculty and administrators need to be clear about its role and ensure the curriculum supports it.

1. Preparation to use service-learning as a pedagogy

Service-learning preparation gives preservice teachers a powerful tool to use with their future students. Experience demonstrates that it is difficult for teachers to use service-learning effectively unless they have experienced it as a teaching method. This instruction should consist of three main elements:

- Teacher candidates take part in service themselves and participate in reflection activities that link these service experiences to their academic coursework.
- Preservice teachers receive classroom instruction on service-learning as a teaching method and a philosophy of education.
- All preservice teachers work with P-12 teachers and students to design and implement service-learning projects that integrate principles of good service-learning practice.

These service-learning projects can take place either at the school or in the broader community.

Advance Preparation Enhances Quality and Quantity of Service-Learning Programs

Recent research supported by the Corporation for National Service and conducted by Wade, et al. indicates that about 30% of beginning teachers who have been prepared to use service-learning actually engage their P-12 students in service-learning experiences.

If all 1,325 teacher education programs nationwide provided this type of preparation, this would result in 45,000 new teachers per year adding service-learning to their P-12 curriculum. If each of these new teachers worked with 25 students, this would result in more than 1.1 million students participating in service-learning each year as a direct result of preparation during preservice teacher education.

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2. Achievement of teacher education standards

Participation in service-learning experiences can help teacher candidates meet a variety of state and national standards. For example, service-learning activities can be tied closely to the following Interstate New Teacher Assessment and Support Consortium (INTASC) standards:

- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical-thinking, problem-solving and performance skills.
- The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.
- The teacher understands how students differ in their approaches to learning and creates instructional opportunities adapted to diverse learners.

3. Familiarity with education reform initiatives

Service-learning can give prospective teachers direct experience with several key components of education reform, such as performance-based assessment, the use of themes for teaching integrated units, problem-solving, cooperation and critical-thinking skills. Service-learning also helps teachers develop a democratic classroom in which the teacher serves as a coach or facilitator and engages students in shared decisionmaking.

4. Personal and social development

Involving teacher candidates in real-world settings where they deal with challenging situations while working for the common good can be an effective means for promoting personal growth. Self-awareness, moral and ego development, self-esteem, compassion and social responsibility can be enhanced through participation in service-learning.

> "There was one experience that really portrayed why service-learning should be a part of every curriculum. When we were doing the empathy training with the 5th graders, we included reflection time after the service-learning activities were over. The responses and reactions those kids articulated to us absolutely blew me away. They were so understanding and so profound. They really 'got it.' They really understood why being empathetic with seniors is so important. The training combined with the service really opened their minds to the perspectives and feelings of those from another generation, and it was a beautiful thing to see."
>
> *— Preservice teacher*

5. Democratic citizenship

Service-learning can effectively address the goals of citizenship education and preparation for active participation in a democracy. Beginning teachers can best prepare their students for informed, active citizenship when they themselves are living examples of active, democratic citizens.

6. Social justice and appreciation of diversity

Teacher candidates can serve the common good by addressing social, political, economic and cultural injustices through direct service and advocacy service-learning projects. In this process, they also gain increased respect for human differences and commonalties, learn to focus on their future students' well-being as a whole, and learn how to prepare their students to live peacefully with persons who differ from themselves.

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7. Critical inquiry and reflection

Teacher education faculty can use preservice teachers' service-learning experiences to explore ethical dilemmas inherent in teaching and social reconstruction.

8. Career exploration

Taking part in service-learning activities with schools and community agencies designed to benefit children and families can help college students determine if teaching or other human-service occupations are the right profession for them.

Challenges and Strategies for Success

A recent national study conducted for the Corporation for National Service (CNS) (Anderson and Pickeral, 2000) focused on challenges to using service-learning effectively in teacher education and strategies innovative teacher educators use to overcome these difficulties. Below are highlights of the challenges and strategies to address them.

"I find myself constantly looking for opportunities to incorporate service-learning projects in my classes. I believe these activities lead to enhanced empathy and improved citizenship, compassion and community involvement."

— John Traynor, second-year teacher who graduated from a teacher education program with a strong service-learning component

Challenge: Service-learning is not perceived as aligned with institutional mission, goals, roles and rewards.

Strategies:

- Create a critical mass of support for service-learning by forming a committee that includes faculty members, administrators, P-12 educators and community members. The committee can promote service-learning by publicizing successes, seeking grants and internal funds, and advocating for tenure and promotion policies that reward service-learning teaching and scholarship.
- Align service-learning experiences with specific program goals and state and national standards.
- Encourage faculty to engage in research and other scholarship focused on their service-learning activities.
- Give public recognition and salary rewards to faculty involved in service-learning.
- Show deans and other administrators how service-learning can be a sound teaching method that addresses the institutional mission and core goals.
- Get positive media coverage for school of education service-learning efforts by having celebrations and inviting politicians and other dignitaries. Universities are more likely to institutionalize programs that receive this kind of publicity.
- Encourage faculty to apply for service-learning grants and fellowships from CNS and Campus Compact.

Challenge: Some faculty and administrators are not interested in service-learning.

Strategies:

- Work with service-learning champions on campus, including the institution's president, a campuswide service-learning coordinator and faculty in other disciplines.
- Offer grants to encourage faculty to revise their syllabi to include service-learning.
- Recognize service-learning faculty and administrators through such means as awards, pictures in newsletters or certificates from the university president.
- Encourage P-12 schools and other community agencies to approach teacher education programs with service-learning grant or partnership proposals.
- Develop a statewide consortium to support service-learning in teacher education that includes the state department of education, state teacher organizations and groups such as Campus Compact.
- Conduct a survey of local P-12 principals to find out how many look for service-learning knowledge and experience in hiring new teachers. Publicize positive survey results.

"The service-learning project brought about personal growth for our students that would not have occurred otherwise. What was also enjoyable to observe was the preservice teachers' professional growth. In fact, I think the preservice teachers learned and gained as much from the service-learning experience as our students."

— Nancy McHenry, middle school principal

Challenge: Faculty members are unprepared to use service-learning as a teaching method.

Strategies:

- Have faculty members and administrators experienced with service-learning mentor those new to it.
- Make sure faculty members involved with service-learning understand service-learning theory and principles of good practice, and model these principles in their use of service-learning.
- Make knowledge of service-learning and a commitment to use it part of the hiring criteria for new faculty and administrators.
- Obtain service-learning professional development support from other institutions, Campus Compact or the National Service-Learning in Teacher Education Partnership.
- Invite faculty to attend service-learning training sessions offered for P-12 teachers.
- Enlist faculty to serve as consulting experts on service-learning within their discipline. This can motivate them to learn about service-learning.

Challenge: Teacher education faculty lack time necessary to implement service-learning.

Strategies:

- Begin service-learning activities with a small pilot project that involves a small number of students, just one site or one course. Add to this gradually so the work and stress level do not become overwhelming. Monitor progress and expand service-learning over time.
- Establish a campuswide, or school of education, service-learning center. Hire a coordinator who works with faculty to set up and monitor service-learning placements.

Integrating Service-Learning: How Long Does It Take?

Integrating service-learning into teacher education courses requires additional time for the following tasks:

- Coordination of logistics for involving students with the larger community
- Structuring effective reflection and evaluation activities aligned with course goals
- Planning and partnering with P-12 schools and community agencies.

These time demands are most severe in the start-up phase of service-learning integration and may be substantially reduced when service-learning is fully institutionalized within a teacher education program and institution of higher education.

- Give community agency personnel associate faculty status and have them supervise and evaluate preservice teachers' work at service-learning sites.
- Arrange for teaching assistants, work-study students or AmeriCorps members to set up and monitor service-learning sites. Use grant funds to support them.
- Structure the faculty reward system and workload to include the time and effort necessary to use service-learning.

"The preservice teachers bring an extreme amount of energy, enthusiasm and freshness into the school; it's infectious and helps me recharge. I get caught up in their enthusiasm for service-learning. I especially like how knowledgeable they are about principles of good service-learning practice."

— Steve Hansen, 1st-grade teacher, Green Lake Elementary School, Seattle

Challenge: The preservice teacher education curriculum is already over crowded.

Strategies:

- Work with faculty members to help them shift from service-learning as an add-on to service-learning as an integrated method to achieve primary program goals.
- Integrate the various elements of service-learning throughout a series of courses so that no one course gets overloaded (see page 7 for some practical examples).
- Modify existing practicum courses to develop a service-learning focus.
- Align service-learning activities with state and national standards for teacher preparation.
- Hire faculty and administrators who are flexible, have a positive attitude and sufficient knowledge of service-learning to see opportunities to use it as a teaching method where others see barriers.
- Just do it! The best way to learn how to use this experiential approach to teaching and learning is to experience it and reflect on the experience. Don't let service-learning initiatives stagnate waiting for an ideal implementation time that may never come.

Adding Service-Learning Without Adding Courses

How can preservice teachers experience a variety of different service-learning projects, and gain a solid understanding of service-learning, without requiring an additional course or forcing a major alteration of the curriculum in any one course? Providence College, California State University-San Marcos, New England College and other institutions are using modified versions of the suggestions below.

- Use part of an initial professional education course such as "Introduction to Teaching" to introduce preservice teachers to service-learning and engage them in a group or individual service-learning project. The course can focus on preservice teachers working in P-12 schools to address unmet needs while learning about school and classroom organization and teacher responsibilities.
- Tie service-learning experience to a multicultural education, human relations or social foundations-of-education course. This might include working with community agencies, other than schools, that provide services to children and families from a cultural background different from that of the teacher candidate.
- Present theories, rationales and research that underlie effective service-learning as part of an educational psychology course.
- Teach methods to assess P-12 students' service-learning outcomes in a course on assessment.
- Include the basics of how to use service-learning as a pedagogy in an instructional methods course.
- Have preservice teachers work with experienced P-12 teachers and their students to design and implement a service-learning project as part of their student teaching experience.

Examples of Service-Learning Integration in Teacher Education

What does service-learning look like when it is integrated into teacher education? The following examples illustrate how solid theory can translate into effective practice.

Augsburg College, Minneapolis, Minnesota

The teacher education program at Augsburg College partners with the Cedar Riverside Community School (CRCS), a small K-8 charter school with 100 students. Augsburg teacher education students and faculty provide planning and instruction in several "specialist" areas which the school would not be able to offer on its own, including health/physical education, music and art. The Augsburg students also plan and deliver many in-depth science experiences as a supplement to the school's existing science curriculum. In addition to providing instruction, Augsburg teacher candidates worked with CRCS students to organize a fundraising effort to buy athletic equipment for the school.

By working with students to meet these school needs, Augsburg's preservice teachers learn valuable lessons about curriculum planning and providing instruction. They reflect on their service-learning experiences by engaging in structured journal writing and small-group discussion activities in their teaching methods courses.

Cooperating teachers and administrators at CRCS evaluate preservice teacher performance in writing. The CRCS students also write letters to Augsburg students about what they gained from their lessons together. Augsburg preservice teachers consistently cite their service-learning experiences as among the most meaningful and useful activities in which they engage during their teacher preparation coursework.

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The University of South Carolina, Columbia

Service-learning is an important component of many teacher education courses at the University of South Carolina (USC) in Columbia, including "EDEC 540: The Young Child: Growth and Development." This course examines children's intellectual, physical, social and emotional development, prenatal through grade 4. It is designed to teach students to apply theory and research related to children using an ecological approach.

The centerpiece of the course is a 15-hour service-learning experience in which preservice teachers interact with a young child, from a culture different from their own, in a preschool setting. Some of the preschools are run by shelters for the homeless and serve homeless children. The focus of this experience is on providing a service to the preschools and homeless children, as well as enhancing learning for the preservice teachers. The teacher candidates do in-depth planning with the preschool teacher, including a student needs assessment and a parent interview. Considerable time is spent with the children in literacy activities, including reading books, writing and prewriting activities, and talking about reading and writing. Without the help of the USC students, the school would be unable to provide this kind of intensive one-on-one support. Preservice teachers also conduct parenting workshops and plan and carry out field trips for the preschool children.

USC students analyze their service-learning experiences by writing in a reflection journal after each visit to the preschool. They also demonstrate their learning by presenting a child-study project in class. The usefulness of the service-learning experience is expressed in a preservice teacher's journal entry: "I feel we need this service-learning experience because it helps us see things from a child's point of view and realize that all children in the class are individuals with individual talents. I feel that the children are benefiting from this experience as well because they get special attention from one person, over and over again."

Seattle University, Seattle, Washington

The teacher education program at Seattle University (SU) includes a required two-credit course entitled "Service Leadership." A primary goal of this course is to prepare teacher candidates to use service-learning as a pedagogy with their future P-12 students. The course includes in-class study of service-learning theory and principles of good practice and a 25-hour service-learning experience collaborating with P-12 students, teachers and community agencies to design and implement a service-learning experience.

One group of SU preservice teachers worked with staff and students at the ReLife Center, a school for adolescents with severe behavior problems. The group decided to partner with the local Animal Humane Society to work one-on-one with dogs up for adoption. Because many of these dogs had been abused by former owners, they needed individual training to increase their comfort with people and develop other behaviors needed to make them "adoptable." The Humane Society did not have sufficient personnel to provide this level of intensive training.

The preservice teachers arranged the logistics, helped the Humane Society prepare students to work with the dogs, assisted the adolescents while they handled the dogs and led reflection sessions to help the students learn from their experience and apply insights they had gained to their own lives.

Both the preservice teachers and the ReLife students demonstrated their learning by conducting a joint presentation at the Service Leadership Conference, the final component of the teacher preparation course.

One preservice teacher reported, "I found that if I gave my students the freedom to invest themselves, they would far exceed my expectations. In most cases, they were having such a good time with the service-learning project that they put in far more time, energy and creativity than I ever would have required of them. I learned to give the students a structure and then step aside and let them work their wonders!"

California State University-San Marcos

Service-learning is a central component of the student teaching experience for prospective middle school teachers at California State University-San Marcos. These preservice teachers work with experienced teachers at six North San Diego County middle schools to revise curriculum units to include service-learning goals and activities — a time-consuming process that the middle school teachers do not have time to do. The student teachers meet regularly with the middle school teachers and their university professors to develop lesson plans that incorporate service-learning. During the second half of their student teaching experience, the preservice teachers create a complete service-learning project for an upcoming unit to be implemented either immediately or in the near future.

Some of the service-learning projects are school-based, such as creating a video to help 5th graders make the transition into middle school or planting a school garden. Other projects are community-based, such as neighborhood beautification efforts or intergenerational projects with nearby nursing homes. All participants reflect on their experiences through written, artistic and oral presentations. At the end of the student teaching experience, the service-learning curriculum units are collected into a book and presented to the school board and numerous teachers. This innovative project allows preservice teachers to provide a service to P-12 teachers and students while they learn how to implement service-learning through experiencing it.

Southern Oregon University, Ashland

All 120 preservice teachers in the Master of Arts in Teaching (MAT) Program at Southern Oregon University in Ashland participate in a three-day service-learning workshop at the beginning of the school year. The workshop includes one day of in-class preparation on using service-learning as a pedagogy, a full-day service-learning project in which the MAT students work with local United Way agencies that focus on education or social service needs, and a final day of reflection activities that help students learn how to integrate service-learning into P-12 education. Professor Marilyn Walster reports that this workshop helps MAT students connect on an emotional and intellectual level with education and social service professionals in the field, and also builds team spirit and community among the preservice teachers.

During the year-long MAT Program, preservice teachers focus on service-learning in two courses: "Curriculum, Instruction and Assessment" and "Human Relations." All lesson and unit plans created by the preservice teachers in the curriculum course must have a definite application in a community setting. One student developed a unit in which P-12 English-as-a-Second-Language students served as greeters and translators to help social service agencies serve new immigrants. Preservice teachers in the "Human Relations" course create a product that has use in the community, such as a video for parents describing charter schools and a series of model letters teachers can use to communicate with parents.

Walster finds that service-learning makes teaching and learning relevant for the MAT students by giving them a specific strategy they can use to help their future students apply academic knowledge and skills to make a positive difference in the community. "It gives them hope that they can do things differently, and better, than traditional teaching," comments Walster.

Colby College, Waterville, Maine

Service-learning plays a central role in "ED 332: Women, Girls and the Culture of Education," an elective course for students enrolled in Colby College's secondary teacher certification program. The course instructor, Lyn Mikel Brown, facilitates the service-learning experiences by collaborating with Colby's VISTA volunteers and the Kennebec Valley Big Brother/Big Sister organization.

Each student in the course is matched with a "little sister" from the local schools who needs adult companionship and support. Colby students are expected to spend one-and-one-half hours per week with their little sister. Students help the little sister with homework, play sports together, do art projects or simply hang out and talk. The goal is to be a friend and supporter, but also to listen and learn from the little sister. Students keep an intellectual journal, integrating their experiences with their little sister into course readings and discussions. One of their primary course assignments is to write a case study of their little sister. A final exam question asks them to explore the relationship between theory and practice by discussing the ways in which course readings and discussions helped them understand their little sister.

How P-12 School Systems Can Support Service-Learning and Teacher Education

"Even for an educator who is wholeheartedly committed to the ideals of service-learning, planning and implementing service-learning projects can be a time-consuming, logistical challenge. Working with preservice teachers who are knowledgeable in the ways of service-learning has made it possible for me to include service-learning in my curriculum. From a classroom teacher's perspective, there is no greater gift than the added support and energy provided by these prospective teachers."

— Christine Hunstiger Keithahn, 4-5th-grade teacher, Hawthorne Elementary School, Seattle

P-12 school systems play a crucial role in the effort to provide teacher candidates with successful service-learning experiences. Because preservice teachers are strongly influenced by the context in which they perform their student teaching and other practicum experiences, sustained improvement in preservice teacher education programs cannot take place without similar, near-simultaneous improvements in P-12 education.

Student teaching and service-learning

Traditional student teaching placements most often are not service-learning experiences for two main reasons. First, in student teaching, the primary focus is on the student's professional development. The P-12 students, teachers or schools may benefit from the student teachers' efforts, but it is not the main purpose of the field placement. In fact, the teachers involved often see the benefit as less than the cost they pay in terms of the time and effort they expend to get the student teacher "up to speed." Second, successful service-learning involves an emphasis on civic responsibility, whereas most student teaching placements focus on the learning benefits received by the preservice teacher.

Some educators believe there is a clear distinction between service-learning and student teaching that needs to be maintained to achieve the maximum benefit from either. Educators who believe the two can be blended successfully say service-learning requires a context in which both the goals of the teacher education program and the needs of the P-12 school are emphasized. It is essential that the focus be on the creation of an ethic of service by emphasizing both the preservice teachers and the P-12 schools as beneficiaries.

How schools can begin to incorporate service-learning into teacher training

- Designate as a service-learning coach for student teachers at least one teacher in each building who has strong skills in working with adult learners and is knowledgeable about service-learning. Be sure all teachers who have primary responsibility for working with student teachers are committed to supporting them in service-learning.
- Encourage building administrators to develop an awareness of all service-learning activities involving students who attend their school.

- Provide student teachers service-learning opportunities that are acceptable for the school culture.
- Encourage cooperating teachers and university student-teaching supervisors to provide joint support for student teachers' service-learning efforts.

Recommendations for creating an ideal context for quality service-learning

- Include knowledge of and commitment to service-learning as required factors in hiring teachers and administrators.
- Develop a school board policy that places high priority on the use of service-learning as a pedagogy and includes clear procedures for involving parents, making logistical arrangements and addressing risk-management issues involved in service-learning.
- Hire or designate a district- or schoolwide service-learning coordinator.
- Provide release time for teachers who work with preservice teachers to focus on service-learning issues.
- Provide ongoing professional development opportunities for cooperating teachers that address issues of service-learning and working with adult learners.
- Develop and maintain strong connections with local community agencies that will work with P-12 and teacher education students on service-learning projects. (Include an evolving list of service-learning sites and opportunities.)
- Coordinate ongoing relationships that support best use of service-learning resources, including collaborations with AmeriCorps members, the National Senior Corps, VISTA and the America Reads Program.
- Develop clear district and school missions, goals and definitions of effective service-learning. Be specific about the way service-learning supports the mission and goals.
- Prepare all administrators to ensure they are knowledgeable about service-learning, publicly support its use and can provide resources to enhance its success.

How Education Policymakers Can Support Service-Learning and Teacher Education

Decisionmakers at the state, school district and teacher education program levels can provide important support for service-learning in teacher education. The suggestions below can be taken or adapted by people at all these levels.

- Establish a statewide task force including students, parents, researchers, representatives of P-12 and teacher education, nonprofit organizations and businesses with experience in service-learning to develop a comprehensive statewide plan for implementing service-learning that includes a strong teacher education component.
- Create in all school districts local service-learning advisory committees that include school administrators and teachers, P-12 students, family members, representatives of community agencies and teacher education institutions, and other community members. These groups should develop local goals for service-learning. Plans to achieve those goals should include a focus on preservice and inservice teacher education in service-learning. Emphasize embedding service-learning within the core curriculum in both P-12 and teacher education.
- Develop a service-learning advisory committee in all teacher education programs. Include teacher education faculty, administrators, P-12 educators, community agency representatives, and P-12 and teacher

education students. This group should support service-learning integration into the curriculum and the development of collaborative partnerships.

- Ensure that service-learning policies are backed up with sufficient funding and resources. Funds especially are needed to hire service-learning staff, to provide professional development in service-learning, and to provide transportation and materials for students engaged in service-learning activities. Remember also to provide adequate time for these new programs to be implemented before expecting dramatic results.

> "What was the result of the first day of our service-learning project? A group of 4th graders found a new interest in reading. A group of 9th graders found they had gifts that matter to the younger kids. A group of adults trying to become teachers ended the day with more hope than when they started."
>
> — Preservice teacher

- Advocate for providing teacher candidates with a service-learning experience, in-class instruction on using service-learning as a pedagogy and a placement with an experienced teacher who uses service-learning effectively. Set statewide goals for using service-learning in teacher education but do not mandate that teacher education programs provide all teacher candidates with a service-learning experience. Service-learning is most successful when used by educators who want to use it.
- Rely on multiple measures rather than student performance on a single test when making decisions regarding service-learning's effectiveness. Include informal teacher assessments, ongoing performance assessments, portfolios, community impact measures and standardized testing to measure the success of service-learning. While striving to support the goals of standards-based reform, remind educators and the community that young people represent a lot more than test scores.
- Advocate publicly for schools to address a broad range of student learning needs, including academic achievement as well as civic responsibility, personal and social development, caring, justice, appreciation of community and diversity, and career exploration. Support the use of well-designed service-learning efforts as a proven method to achieve these goals.
- Leave as much control as possible with P-12 and teacher educators who have the responsibility to educate students. Rather than implementing management systems that control people's behavior, provide P-12 and teacher educators with resources and professional development to improve the quality of their thinking, their skill in reflection and team learning, and their ability to develop shared visions and understanding of complex education issues.
- Provide resources to support the development of service-learning initiatives that involve collaborative partnerships including teacher education programs, P-12 schools and other community organizations. Advocate for these partnerships to provide service-learning preparation to mixed groups of preservice and inservice teachers.
- Recognize and reward teacher education faculty and administrators who develop excellent service-learning programs.

Conclusion

Like the students they will someday teach, teacher education students are more likely to act their way into new ways of thinking than to think their way into new ways of acting. High-quality service-learning activities can help ensure that these new ways of thinking are educationally sound and socially productive.

Initial research results, and the reports of teacher educators, beginning teachers and their school principals, all suggest that service-learning can be a powerful method to help preservice teachers develop the knowledge, skills and attitudes necessary for success with P-12 students.

There are, however, serious challenges to the successful use of service-learning in teacher education. These challenges include an already overcrowded curriculum, lack of alignment of service-learning with teacher education institution expectations and rewards for faculty, and lack of faculty time to implement a complex teaching method such as service-learning. If not resolved, these challenges will limit service-learning initiatives to superficial efforts isolated from the mainstream of teacher education.

Integrating service-learning into preservice teacher education programs takes considerable time and effort. But the investment pays off in terms of benefits to the community, P-12 students' academic and personal growth, and preservice and inservice teachers' growth as educators. As more P-12 teachers and teacher educators recognize the necessity of collaborating to achieve mutual school reform goals, innovative and successful approaches to service-learning integration will emerge.

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www.aahe.org

American Association of Colleges for Teacher Education
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Campus Compact
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Providence, RI 02912-1975
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www.compact.org

Compact for Learning and Citizenship
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202
Phone: 303-299-3636
www.ecs.org

Constitutional Rights Foundation
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Corporation for National Service
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1201 New York Avenue NW
Washington, DC 20525
Phone: 202-606-5000
www.cns.gov

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National Youth Leadership Council
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Roseville, MN 55113
Phone: 800-572-3924
www.lsaexchange@nylc.org

National Service-Learning Clearinghouse
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The Compact for Learning and Citizenship (CLC), an initiative of the Education Commission of the States (ECS), provides K-12 school leaders, legislators and other education stakeholders with resources, profiles and strategies to integrate service-learning through practice and policy. District superintendents and chief state school officers are invited to join. The CLC Web site (www.ecs.org) also provides links to other organizations, clearinghouses, publications and resources. Contact Terry Pickeral, project director, at 303-299-3636 or tpickeral@ecs.org, or Lou Myers, project coordinator, 303-299-3644 or lmyers@ecs.org.

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